

D A Y I N U N I T	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Daily Tasks	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)	Literacy/Reading in the Content Literacy Ideas Vocabulary/ Vocab Activity Activities Activities II	Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/ Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool MAP Site Reading Differentiation K-5	Technology 50 Ideas Resources- Text, sites,...
1	R.L 4.4 I can use context clues to determine the meaning of words and phrases in a passage. How can I use different reading skills to become a better reader?	Grandfather's Journey Background pg 60-61 Teaching Centers: Vocabulary Reading Writing Games Computer Fluency SRA	Learning With Others Clear Modeled Expectations Personal Response Graphic Organizers Emotional/Intellectual Safety Application Non-Linguistic	bewildered homeland longed marveled reminded surrounded inferences (infer) compare contrast point of view 1 st person 3 rd person author's viewpoint Word chart Alphabox/Word wall (Ant) 3 Pictured Word Strategy Picture Match/Definition Act.		Prompting and Cueing Vocabulary background knowledge.	HM Series Traditions (PR) Journeys (BWD)
2 / 3	RL 4.3, RL 4.4, R.L. 4.1 I can use context clues to determine the meaning of words and phrases in a	Vocabulary workbook page: 31 Read Grandfather's Journey pg. 62-74 (As a class, pairs,	Learning With Others Emotional/Intellectual Safety Application	Reading Strategy: Inference (TE pg. 74)	Formative: Traveling Words	Prompting and Cueing Assisting with foldable	HM Series (Traditions)

	<p>passage. I can use details from the text to make inferences and draw conclusions about the story, which means I can make guesses based on what I've read.</p>	<p>groups, read aloud). Inferencing activity on TE pg. 74 Teaching Centers: Vocabulary Reading Writing Games Computer Fluency SRA</p>		<p>Traveling words worksheet pg. 31</p>		<p>Practice skill in book of Lexile level.</p>	
3	<p>RL 4.3, R.L 4.6 I can use details from a text to summarize the passage, which means I can tell the story in my own words. I can use details to compare and contrast different points of views from different passages. This means I can show how stories are different and alike based on who is telling the story.</p>	<p>Intro Point of View 1st and 3rd person (Studyzone.com-Google point of view) Practice examples online *Three Little Pigs and True Story of 3 Little Pigs (compare differences in point of view of the stories) (Med/low activity) *Pairs with picture books to read and determine which point of view the story is being told from: must justify and use examples from the story (higher level activity) Cell Phone tool to create study guide explaining differences between 1st and 3rd person point of view. Review Grandfather's Journey and determine point of view of the story (look at switch from 3rd person to 1st person)</p>	<p>Learning With Others Clear Modeled Expectations Graphic Organizers Emotional/Intellectual Safety Application Personal Response Novelty and Variety</p>	<p>Reading Strategy: Summarize Writing Inferences Questioning</p>	<p>Formative: Point of View cell phone</p>	<p>Prompting and Cueing Assisting with foldable Practice skill in book of Lexile level. *Three Little Pigs and True Story of 3 Little Pigs (compare differences in point of view of the stories) (Med/low activity) *Pairs with picture books to read and determine which point of view the story is being told from: must justify and use examples from the story (higher level activity)</p>	<p>HM Series (Traditions)</p>

		Reread story as pairs					
4	<p>RI 4.8 I can explain an author uses evidence and reasons to support points in a text.</p>	<p>Author’s Viewpoint: PowerPoint including practice examples</p> <p>Story Works: “Take a Side: The Return of the Mammoth” Read article then complete the graphic organizer about the author’s viewpoint based on the article.</p> <p>Exit slip: Author’s viewpoint</p>	<p>Learning With Others Clear Modeled Expectations Graphic Organizers Emotional/Intellectual Safety Application Personal Response</p>	<p>Writing Inferences</p>	<p>Formative: Exit slip</p>	<p>Prompting and Cueing Assisting with foldable</p> <p>Practice skill in book of Lexile level.</p>	<p>HM Series (Traditions)</p>
5	<p>RI 4.8, RL 4.3, R.L 4.6, RL 4.4, R.L. 4.1</p> <p>I can explain an author uses evidence and reasons to support points in a text.</p> <p>I can use details from a text to summarize the passage, which means I can tell the story in my own words.</p> <p>I can use details to compare and contrast different points of views from different passages. This means I can show how stories are different and alike based on who is telling the story.</p>	<p>Common Assessment: First Flight</p>	<p>Evaluating Application</p>	<p>Writing, Inferences, Questioning, Summarizing</p>	<p>Summative: First Flight common assessment</p>	<p>Prompting and Cueing Assisting with foldable</p> <p>Practice skill in book of Lexile level.</p>	<p>HM Series (Traditions)</p>

	<p>I can use context clues to determine the meaning of words and phrases in a passage.</p> <p>I can use details from the text to make inferences and draw conclusions about the story, which means I can make guesses based on what I've read.</p>						
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